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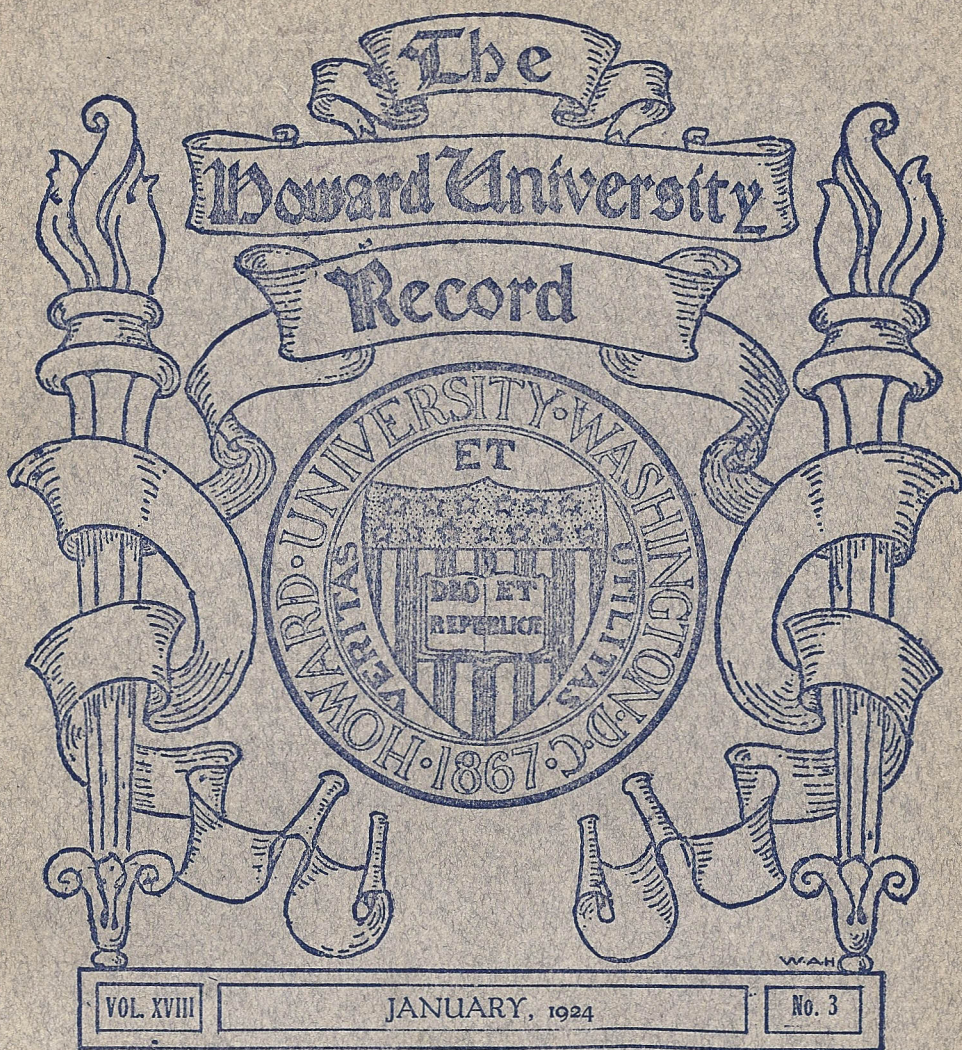
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Editorials

The Kind of Christianity Needed to Reconstruct the World  
Biological Laboratory and Human Welfare

Alumni Notes

University Notes

Undergraduate Life

Here and There

Of General Interest

Counterweights



# HOWARD UNIVERSITY

WASHINGTON, D. C.

Founded by GENERAL O. O. HOWARD

**J. STANLEY DURKEE, A. M., Ph. D., D. D. President**

**EMMETT J. SCOTT, A. M., LL. D., Secretary-Treasurer**

A University located at the Capital of the Nation, with a campus of twenty acres. Modern scientific and general equipment. A plant worth approximately \$1,500,000. A faculty of 135 members. A student body [1922-23] of 2054 from 37 different states and 10 foreign countries. Generally acknowledged to be the outstanding National University of the Colored people of America.

Its purpose is to provide the twelve million Colored people of the United States with College-trained and Professional leaders through its courses in Arts, Sciences, Sociology, Education; its Schools of Commerce and Finance, Public Health and Hygiene, Music, Engineering, Medicine, Dentistry, Pharmacy, Religion and Law.

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A Dormitory for Young Women, \$100,000.00

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I give, devise and bequeath to The Howard University, an institution incorporated by Special Act of Congress, and located at Washington, D. C., the sum of .....





*PRESIDENT CALVIN C. COOLIDGE*



# THE HOWARD UNIVERSITY RECORD

PUBLISHED BY HOWARD UNIVERSITY in January, February, March, April, May, June  
November, and December.

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VOL. XVIII

JANUARY, 1924

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## Editorials

### PRESIDENT COOLIDGE'S MESSAGE AND HOWARD UNIVERSITY.

THE first annual address of President Calvin Coolidge, delivered before the Congress of the United States on Thursday, December 6, 1923, attracted wide attention not only from every section of this country, but from the leading countries of Europe and Asia as well. This extraordinary concern regarding the President's message was not only due to the so-called "policy of silence" ascribed to the President up to the time of his appearance before the Congress, but also to the vital importance of the public questions which had to be discussed in his message. The uncertainty of the President's attitude, which had not been hitherto revealed, on many cardinal issues affecting the welfare of American citizens had been the source of no small measure of anxiety. Now that his position has been found to be sane and sound, and his utterance of that position courageous and unequivocal, the American voters breathe a sigh of relief and are convinced that the interests of this nation are under the guidance of a man who is reliable, safe and cautious, and who is by no means likely to be swerved from the proper appreciation of his great responsibility by the cunning devices of any individual or groups of individuals who may be seeking personal or group aggrandizement at the expense of their fellow countrymen.

The address clearly indicates that Mr. Coolidge will strive to be president of *all* the people and that, so far as it lies in his power, the rights of every American citizen will be regarded as sacred under our Constitution.

Several paragraphs in his message are devoted directly to questions affecting the Negro group of our citizens. In this connection he deplores the crime of lynching and urges the Congress "to exercise all its powers of prevention and punishment against the hideous crime of lynching"

\* \* \* In this part of his message, to the everlasting gratitude of all those who love Howard University, he makes a specific recommendation that about half a million dollars be appropriated for increased facilities



in our School of Medicine to help in meeting the need of the country for a greater number of colored physicians.

In expression, the message is devoid of euphemistic indirection and rhetorical subterfuge; it is a veritable model of concise and clear-cut utterance. In sentiment, it is fair, broad-minded and American in all that the term implies in its most exalted sense.

The following paragraphs of President Coolidge's address specifically mentioned above are appended to this editorial:

"Numbered among our population are some 12,000,000 colored people. Under our Constitution their rights are just as sacred as those of any other citizen. It is both a public and a private duty to protect those rights. The Congress ought to exercise all its powers of prevention and punishment against the hideous crime of lynching, of which the negroes are by no means the sole sufferers, but for which they furnish a majority of the victims.

"Already a considerable sum is appropriated to give the negroes vocational training in agriculture. About half a million dollars is recommended for medical courses at Howard University to help contribute to the education of 500 colored doctors needed each year. On account of the migration of large numbers into industrial centers it has been proposed that a commission be created, composed of members from both races, to formulate a better policy for mutual understanding and confidence.

"Such an effort is to be commended. Every one would rejoice in the accomplishment of the results which it seeks. But it is well to recognize that these difficulties are to a large extent local problems which must be worked out by the mutual forbearance and human kindness of each community. Such a method gives much more promise of a real remedy than outside interference."

G. M. L.



THE SEVENTH ANNUAL CONVOCATION OF THE SCHOOL OF  
RELIGION—EDITORIAL REPORT.

THE Seventh Annual Convocation of the School of Religion, Howard University, D. C., was held on November 20-22. The subject about which the program was prepared was "How Can Christianity Be Made Vital in the Life of Today."

Those who have attended previous Convocations regard this as excelling all others in the strength of its moral appeal and in its spiritual power. The atmosphere of the sessions was full of the spirit of prayer and of victorious faith.

The topics discussed challenged thought and compelled heart searching. Christianity has been in the world for nineteen hundred years. Has it prevented war? Has it eliminated hate? Has it induced universal brotherhood? To ask such questions is to answer them. Is then Christianity a failure? No; it has won great moral victories, but it has not yet been made vital enough to reach all of our life. Business and politics are based very largely upon pagan principles of selfishness and might. Race relations are not founded upon the conception of brotherhood. The rampant nationalisms of the present are not conforming to the law of love as taught by Jesus. Are the churches doing their duty and meeting the tests imposed by this confused and troubled age? It was sadly confessed that too many churches have failed to interpret aright the signs of the times and to respond to the call to establish justice between groups and to socialize business. Nevertheless, there was the recognition that out of the very heart of the church are coming new voices and visions, prophetic of a better day.

The Convocation was opened by Dean D. Butler Pratt, who showed that the Christian Church, though imperfect, had stood for the best things, and though sharing in the disasters which have befallen civilization, it has not only survived them, but has been the conserver of the best in the past, as was illustrated by reference to the fall of the Roman Empire. Today, the Christian religion is the one power able to purify and save our civilization from ruin.

This session was addressed by Rev. Dr. Francis J. Grimke, stanch preacher of righteousness, who arraigned the organized churches for their hypocrisy and their race discriminations, and by Rev. Dr. Jesse E. Moorland, who showed how the church was being challenged by its own standards as found in the Sermon on the Mount, by other religions like Mohammedanism, and by modern science and historical criticism. An interesting discussion followed these powerful appeals.

The conviction that "there is something wrong with us" as we are, coupled with a conviction that the Gospel is "the power of God unto salvation," dominated the entire Convocation. Various methods of evangelism were presented. The necessity of christianizing business and



politics was insisted on. All areas of life must be rescued from selfishness. Good will, which is love in action, must prevail. These old and familiar pleas were made with a new emphasis, with such passionate insistence that they moved one to resolve no longer merely "to name the Name," but from now on "to do the Will."

A few features of the Convocation deserve special notice. The sermon by the Rev. A. Clayton Powell, D. D., pastor of the Abyssinian Baptist Church of New York City, full of spiritual uplift, packed with pungent phrases, seasoned with humor and enforced by the splendid personality of the preacher himself will not soon be forgotten. It was a virile plea for justice and brotherhood in all relations in life. The Convocation dinner was held on Wednesday evening. The beautiful dining hall, the well-served dinner, and the distinguished company furnished a fitting background for the program which was given. Mr. J. B. Majors of the School of Music delighted all by his solos. Dr. J. Stanley Durkee, President of the University; Rev. Dr. E. W. Moore, Director of Negro Work of the American Baptist Home Missionary Society, and the Hon. Wayne B. Wheeler, attorney for the Anti-Saloon League, each from his own point of view, drove home the essential truth that Christian theory must be made the working principle in every day life, in school and church and government. "The Sermon on the Mount is the constitution and by-laws of the Kingdom of God" and, like the Constitution of the United States, must be upheld and obeyed by all loyal citizens. The singing of Mrs. E. W. Moore added a deeply spiritual tone to the exercises and won the praise of all.

The session of Thursday morning was devoted to the women. Mrs. Martha A. McAdoo, Executive Secretary of the Phyllis Wheatley Y. W. C. A. of Washington, D. C., and Mrs. E. W. Moore, Head Worker of the Morgan Community House, Pittsburgh, Pa., gave graphic accounts of the work being done by them with its difficulties and rewards. The need of a vital Christianity in the social life of every community and the responsibility of the churches for conditions which obtain were made evident. The intense earnestness and consecrated service of these devoted workers imparted a sense of reality and brought a conviction of personal duty to all who listened to them. All felt that they were in the presence of those who were making Christianity vital in the life of today. Each of these gifted ladies inspired and charmed the audience by her singing as well as by her word.

To select addresses of merit for particular mention would be to go over the entire program. Notable were those given by the Reverend Drs. Charles Wood, C. H. Steptean, W. L. Imes, J. N. Pierce, Ernest Lyon, Chancellor L. C. Clark of the American University, C. M. Dissenferfer and W. L. Darby of the Federation of Churches, A. M. Brodie of the Near East Relief and Chaplain Evan W. Scott of the Navy.



"Personal Evangelism," "Pastoral Evangelism," "Present Day Evangelism," "The Passion of Preaching the Evangel," "The Growing Spirit of Cooperation," "Christianizing the Social Order," "Making Christianity Work in a Competitive World" are titles of addresses which in their cumulative effect profoundly moved those listening to them. Not hearers of the Word, but doers of it; not talking about the Gospel, but acting in accord with it; not more theory, but more reality; not preaching, but practicing the Golden Rule; not hoping for a better day, but living the Christ life now, these are the things demanded in every relation in which man stands to his fellows, if the religion of Jesus is to have an opportunity to save a world which is staggering under its burdens of greed and hate and cruelty. If men will follow the example of Christ, they can save and be saved. If men will not follow Christ, the fault will be theirs, not His.

One very noticeable feature of the Convocation was the entire absence of the *odium theologicum*. In the presence of the great questions which were before them, men lost sight of minor distinctions and sectarian divisions, or decried them as mere impedimenta, and stressed as essential that love for God and for man which the Master made supreme.

As the Dean was about to close the exercises, there came from the audience a hearty and spontaneous vote of thanks to the School of Religion for holding the Convocation. The expressions of appreciation for help received have been many and evidence the fact that the Convocation is in some measure, at least, realizing the hope of its promoters.

D. B. P.



## Special Articles

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### THE KIND OF CHRISTIANITY NEEDED TO RECONSTRUCT THE WORLD.

BY A. CLAYTON POWELL.

*A sermon delivered at the Seventh Annual Convocation of the School of Religion,  
Howard University, Washington, D. C.*

(II Corinthians 3:5: "Our sufficiency is of God.")

**F**OR more than four years practically all of the civilized nations were involved in the most destructive war since the dawn of time. It is hardly thinkable that on November 11th, 1918, years after the birth of the Prince of Peace, that nearly sixty million men were either engaged, or preparing to engage in the terrible business of human destruction.

Satan himself could not have performed the task more satisfactorily. Nearly twenty million men lost their lives on battlefields, while twenty-five million others were wounded, to say nothing of the millions who died from privations, heartaches, and diseases, as a direct result of the war. The cost is estimated at two hundred billion dollars, a sum which staggers the imagination. The material damage, though tremendous, is small compared to the havoc wrought in the social and moral structure of the world. The wheels of civilization were turned backwards so suddenly, that the world, if ever, will not recover from the wreck and ruin in a hundred and fifty years. Humanity must now resolutely face the task of clearing away the wreck and rubbish and of rebuilding a new economic, moral and spiritual world. The fact must ever be kept in mind that reconstruction requires a hundred-fold more time, patience and wisdom than destruction.

A boy who can build a respectable chicken-house in one week, can burn a million dollar mansion down in one hour. It requires less genius to demolish Michael Angelo's statue of David, than it does to build a snow man in the back yard. The problem of reconstruction is therefore infinitely more serious than the problem of destruction. War at its best can only perform a surgical operation. If the patient is to survive, wounds must be healed, and the first duty of reconstruction is to heal the wounds made by the war. We have often read this statement in the papers: "The operation was successful, but a complication of diseases set in and the patient died." We are not concerned so much about the successful operation performed by the war, but the complication, set in since the signing of the Armistice, is giving us the gravest concern.



Men and women of serious minds are asking: "Is there enough justice, charity and wisdom left in the world to heal the wounds and to rebuild civilization, so as to make impossible a repetition of the awful tragedy which recently deluged the world in blood, and almost destroyed the good will toward men the Angels sang about over the verdant hills of Judea two thousand years ago?" If we are to look to our present systems of education, politics and economics, the answer must be emphatically "No." Our present educational, political and economical systems were responsible for the war, and unless the leopard speedily changes his spots, they will be the cause of another and more bloody conflict.

The nation most often held accountable for starting the war was admittedly the most highly educated and civilized nation on earth. Can Beelzebub cast out Beelzebub? Can satan bind satan? When this impossible feat is accomplished, then our civilization will find remedies in its present systems of curing its alarming ills. Nearly everybody expected and predicted a new and better world would follow the closing of the world war, but the most casual observer knows that the world is in a worse condition than it was in 1914.

President Nicholas Murray Butler, of Columbia University, says: "From numberless openings in the crust of the political and economic world, there are coming constant signs, explosions more numerous and louder, which mark the presence of hidden and heated forces of destruction, that may one day burst forth and destroy civilization."

Dr. Orchard, one of the outstanding thinkers of England, in his Armistice Day speech, states that the peace covenant drawn at Versailles was a "Peace to end peace," and significantly added that conditions in Europe are less stable now than in 1914.

The late Senator Knox, one of the most able constitutional lawyers America has produced, said: "I am convinced after the most painstaking investigation that I can give, that this treaty does not spell peace, but war—war more woeful and devastating than the one we have just now closed."

The *Christian Work*, one of the sanest and best edited religious journals in the country, declares that the world is fast approaching a social and economic crash.

The masses are saying everywhere by their acts: "If you do not give us the democracy and self-determination promised we are going to rise up and take them, or raise so much hell in the world that no one shall enjoy either peace or prosperity." A tidal wave of social and industrial unrest is sweeping across the earth from Northern Siberia to South Africa, threatening to capsize every ship of state. The world has gone wild like an uncaged beast of the jungles and there seems to be no power in science, politics or economics to bind it. The age when the lion and lamb shall lie down together has been pushed so far into the remote



future that the most eagle-eyed prophet cannot behold it.

Let us frankly ask if there is enough brotherly love and holy sanity in the Christian Church, as it exists today, to tame this ungodly beast of passion. It is the consensus of opinion of all the close students of the Church that our present day Christianity is not sufficient to heal the wounds and to perform the task of reconstructing the world in the spirit of brotherly love. If our present Christianity did not help to bring on the war, it certainly did not lift its little finger to prevent the world catastrophe. The soldiers are charging that the Church clamored just as vociferously for the war as did the jingo politicians and munition manufacturers, and the most godly churchmen are forced to plead guilty to this accusation.

All the nations engaged in the world war were supposedly Christian and presided over by professed Christians, except Japan and Turkey. If all these nations combined did not possess the ounce of Christianity to prevent the war, how can it be expected that they will furnish the pound to cure its wounds? What reason have we to believe that the Christianity of Germany, England, Belgium, France, Italy and even our own beloved America, can rebuild the world in the spirit of love, justice and equality? These nations have committed, and are still committing, nearly every sin under heaven in the name of Christianity. How can nations who suppress and rob and lynch and burn their own citizens be messengers of good will, fair play and peace to the world? How can France and Italy, with their secret diplomacy and un-Christian attitude toward their enemies, preach a gospel of love on the housetop of civilization?

This leads me to say that the only kind of Christianity that will ever make this world a safe place in which to live, is the Christianity of Jesus. By the Christianity of Jesus I mean that kind of Christianity that goes among individuals, races and nations doing good in His name and spirit—that kind of Christianity that treats the race or group lowest down with the same just and kindly spirit it manifests toward the one highest up. Nothing will save civilization but a big dose of the Christianity of the Man of Galilee. Dr. Nicholas Murray Butler was right in his speech when he said that we had tried everything in the solution of our problems but the principles of Jesus as recorded in the New Testament. We must honestly confess that the Christianity of men has woefully failed, but the Christianity of Jesus has not failed, for the good and sufficient reason that it has never been tried by a single race or nation on earth.

Harry Emerson Fosdick on his return two years ago from the Far East openly advocated the reformation of Western Christianity. He declares that the East will not accept our Christianity until it has been changed.

The putting into practice of the unselfish principles of Jesus in our individual and national lives, is the only thing that will abolish the



present sinful inequalities and prevent another war a hundredfold more disastrous than the one we have just fought. Men may meet at Versailles and write peace covenants or at Washington and hold disarmament conferences and then travel up and down the world crying "peace, peace," but there can be no permanent peace until the cause of the war has been removed. There are two mighty principles contending for supremacy in the world, namely, self-advantage and unselfish service. The practice of self-advantage was the primary cause of the war. The war is over, but the principle that brought on the war is still in the world. In fact, self-advantage is in the ascendency today. Even while the battle was raging for democracy, this pernicious practice dominated the commerce of the nations. American business men took advantage of the war to boost prices and to grind the last farthing out of the sacrificing and suffering poor. Many of them actually commercialized the blood and agony of the struggle to increase their private fortunes. While our boys were suffering and dying in the rat-infested trenches of France and Flanders for thirty dollars a month, America produced seventeen thousand brand-new millionaires.

Though the war has been over since November 11, 1918, it is still used as an excuse by the commercial pirates for robbing folk. If you are inclined to doubt this simply attempt to buy fish, which costs nothing to cultivate or feed, or any other food product, clothing or fuel, and you will be charged double and treble the price you paid for these things in 1914, and the dispensers of these necessities of life will tell you with a sardonic grin, that the war is responsible for the exorbitant charges. Coal operators, the men who handle vegetables and meats and the woolen manufacturers, are making a profit from one hundred to eight hundred per cent on the dollar, and the Department of Justice has done just a little more than nothing to put these commercial vampires behind prison bars. Is it a wonder that such outrageous profiteering is producing bolsheviki uprisings, strikes and every kind of lawlessness under the sun? As long as the ugly spirit of self-advantage, instead of the spirit of unselfish service, predominates in the world, there can be no peace. Shot, shell and shrapnel swept away the spider web, but left the spider, and as long as the spider is allowed to live there will be other webs to be shot away. The very first work of the Christianity of Jesus is to kill this spider, but be it remembered that Jesus cannot function except through his followers. God cannot destroy injustice, dishonesty and ungodliness in the world except through men and women who have the spirit of His Son Jesus. Unless Christ can find enough among the masses and the classes, imbued with the spirit of justice and fair-mindedness, we are bound to have a repetition of the French Revolution in this country, and our present civilization will go the way of Egypt, Babylon, Greece and Rome.



Allow me to say further that a Christianity that is known by its deeds, rather than by its creed, is the kind of Christianity needed to reconstruct the world. The denominations of Christendom have wasted much time and energy stressing their conflicting creeds and emphasizing their non-essential differences. People are not asking any more what the Church believes, but what the Church is doing for the amelioration of the condition of mankind. The majority of men do not care a fig about Church doctrines; they are looking for a practical translation of the spirit of Jesus Christ in the every day life of His professed followers. The Church will never draw and hold the masses by essays on faith, but by showing her faith by her works.

Oliver Wendell Holmes began the cry more than half a century ago:

“Away with your thumb-worn creeds,  
Large professions and little deeds,  
While freedom weeps, wrong rules the land,  
And waiting justice sleeps.”

This cry is being echoed and re-echoed by every town and hamlet in the civilized world. Perhaps Edwin Markham, in his immortal verse on brotherhood, epitomizes the gospel message of Christ as no other man of this generation:

“Come clear the way, then clear the way;  
Blind kings and creeds have had their day;  
Break the dead branches from the path;  
Our hope is in the aftermath.  
Our hope is in heroic men,  
Star led to build the world again;  
To this event, the ages ran;  
Make way for brotherhood—may make for man.”

Our own Frederick Douglass says that man is the most sacred thing under the canopy of heaven, and that when manhood is neglected and trampled upon nothing else can be respected. The opinions of these two great men are in hearty accord with the life and teachings of Jesus Christ. Christ came to give the world, not a set of doctrines and creeds, but an example of service and perfect manhood.

As I talk with men of all races, back from the battle fronts I find that those who have any faith at all left in the church, have very little patience with our creeds and denominational differences. “Over there,” Jews and Gentiles, Protestants and Catholics became one in spiritual communion under a baptism of fire, blood and suffering. When a man needed spiritual service, that service was rendered by the nearest religious



worker, whether priest, preacher or rabbi. We may not like it, but the war did much toward shooting our old denominational shells into smitheries. Denominationalism will never again mean what it meant before the war. I do not mean to say that we should give up our denominational names, or that we should cease to stress those vital Bible principles which are dear to our hearts and essential to our spiritual lives; but I do mean to say that we should, and must, throw to the winds our denominational prejudices and petty jealousies, and unite our forces and factors in serving and saving the world.

There shall be many flocks, but only one fold. There are many regiments in the United States, but only one army; many families but only one nation and one flag. I belong to the Powell family. My mother and father were Powells. Around that name clusters memories that are sacred. I would not exchange it for any name on earth. But I am more than a Powell; I am an American. I belong to America's great body politic. A man met me on the street some years ago, and after a short conversation, he asked: "What are you?" I told him that I was a man six feet two and a half inches tall. "Oh! But to what nation do you belong?" "Sir, I am an American, born in America, reared in America, educated in America, expect to die in America, be buried in America, and in the morning, when the tall archangel of the eternal skies, blows out the last breath of time and breathes the infinite cry of eternity, I expect to get up from an American grave, shake off the American dust, and go up to God Almighty, a redeemed American citizen."

I belong to the Baptist family. I would not give it up for any other family. As our old fathers sung: "I am Baptist bred and Baptist born, and I am going up to heaven to blow a Baptist horn." But I am more than a Baptist—I am a Christian, a brother of and a co-laborer with every soldier of the cross. Herbert Booth, of Salvation Army fame, and Father Thuente, of St. Mary's Roman Catholic Church, preached in the pulpit where I stood for fifteen years. The man or the church who refuses to work with another denomination, is a relic of religious barbarism and deserves a place in the museum with the guillotine and other bloody instruments of religious persecution.

The church should learn at least two lessons from the world war. First, the war taught us the value of complete mobilization. When the war broke out all the nations involved began to mobilize their industries; they mobilized their money; they mobilized their food and fuel; they mobilized their transportation facilities and everything that would contribute to the progress of the war.

I believe that God is calling the religious organizations of the world to mobilize their prayers, talents, money and all their spiritual energies, preparatory to a tremendous drive against injustice and all unrighteousness.



Then the allies found that it was not enough to mobilize their resources, but that they must centralize their efforts under one commanding figure. Despite their thorough mobilization they conducted a losing campaign as long as they fought as separate and independent nations. But when they "pooled their interests, linked up their forces, and co-ordinated their efforts" and threw their united armies against the foe, under the leadership of Foch, the Hindenburg line of steel was bent and broken and the military house of the Hohenzollerns came down with a mighty crash.

Every one will agree with me, that the weakness of the Christian Church is due, in a great measure, to its lack of unified action. John D. Rockefeller, jr., said he learned during the white slave investigation that the forces of evil moved together in a solid phalanx, in carrying out their nefarious purposes, but that the forces of good are separate and unrelated units. God is waiting, and a long suffering world is waiting, for Jew and Gentile, Protestant and Catholic, to unite under the leadership of the captain of the Lord's host to march with Him to conquer Gog and Magog in the Valley of Armageddon.

I thank God that such organizations as the Inter-Racial Committee, Southern Churchwomen, the Federal Council of Churches of Christ; the Laymen's Missionary Movement; Student Volunteer Movement, and the Christian Endeavor Society are pointing us toward the hour when men and women of all races and denominations shall work together in unity, that all the kingdoms of this world may become the kingdoms of our God and of His Christ. We may preach and write and sing all we please about the Millennial Dawn or the coming of a better world, but there will be no Millennium or a better world until all races and creeds unite in one great spiritual brotherhood.

At the great world's Christian Endeavor Convention held at Alexander Palace in the city of London in the year 1906 one of the most inspiring and thrilling scenes since the birth of Christianity was witnessed. About twenty thousand people were crowded into the great auditorium. Flags representing twenty-five or thirty different nations adorned the walls, and men were there from every country and clime under the sun. When the international secretary, reading his annual report, reached the climax on the alliance formed by the young Christian hearts of the world, the vast audience began to sing, "My Country, 'tis of thee, sweet land of liberty." Never before had I heard "America" sung with such harmony. As the audience started to take its seat, Mr. Baer shouted, "Wait! wait! Let us sing the national hymn of Great Britain," and the mighty throng shook the palace with "God save the queen." When the audience was about to be seated again, the secretary cried aloud once more, "Wait! wait!" and again it seemed that twenty thousand people would carry earth to heaven and bring heaven to earth as they sang, "Blest be the



tie that binds our hearts in Christian love; the fellowship of kindred minds is like to that above." These delegates and visitors from perhaps all denominations and nations for the time had forgotten their denominational affiliations and racial identity and were saying, "Our fears, our hopes, our aims are one."

That scene was a prophecy of what must take place upon this earth. Then, and not until then, will nations learn was no more; then, and not until then, will swords be beaten into plowshares and the spears into pruning hooks. Then, and not until then, will this old sin-blistered, blood-soaked, war-torn earth be reconstructed and renewed by the principles of righteousness. Then, and not until then, will all nations come to Zion with songs of everlasting joy upon their heads, and sorrowing and sighing, because of injustice, will flee away. This is the most tremendous task ever committed to men. It requires superhuman strength, wisdom, patience and love; but our sufficiency is of God. He has promised to supply all of our needs according to His riches in glory by Christ Jesus.

To righteously reconstruct this world is the greatest challenge ever flung across the centuries. If, as teachers, preachers, and all those who name the name of Christ we have not the faith and courage to accept it, we ought to sing the Doxology, look to the Lord, and be dismissed forever.



## BIOLOGICAL LABORATORY AND HUMAN WELFARE.

BY THOMAS W. TURNER,

*Professor of Botany.*

THE aim of the biologist in the words of the late W. G. Kellicott "is to be useful in real human life." The stimuli to his activity grow out of the vital relations of man. Life, itself, and the innumerable problems which arise in its varied adjustments are the springs of his activity. Indeed, for the first time we come to the pursuit of a science which seeks to make men live better by applying more diligently and more intelligently the laws of the living. Mankind has been for two or three centuries fairly well versed in the laws of the older sciences of astronomy, of physics and of chemistry, but it was not until after the middle of the nineteenth century, after the epoch-making contributions Charles Darwin and Gregor Mendel, that attention came to be focused upon man as a living organism, and upon the need of improving the races of plants and animals and thus make them serve more adequately the uses of man.

Biological considerations are foremost and fundamental at every stage of human activity. The interactions of the biological laboratory, therefore, in order to be most effective, should center around a few well-chosen ideals, and should emphasize materials and methods leading to these ideals in proportion to their immediateness to the problems of life and human welfare.

Some of the ideals around which instruction in every well-ordered biological laboratory should center are: Health and Physical Development, Conservation of our Food Supply, Social Betterment and Social Uplift, Practical Creative Ethics, and a few others might be mentioned.

It would seem almost to be out of place here to attempt to reinforce the importance of health either from the standpoint of the individual or from the standpoint of society, but I fear that the paramount value of individual health, the normal functioning of the organs of the individual, and the relation of the same to his efficiency and work, is but slightly appreciated by the masses of the people. The average man seldom stops to consider, upon any reasonable basis, his own value in the work of the world. The life insurance companies have been interested primarily in keeping their financial balance sheet on the right side of the span of years. If army or naval officers or other sets of people fail to live long enough to satisfy their figures, they refuse to accept them; it being outside of the direct line of their business to attempt to make men live longer or more efficient lives.

But the ideal must look forth to the lengthening of the individual life because humanity will be enriched by the added services. The average span of man's life as statistically determined, is about forty years. Why might this not just as well be fifty years or more? Certainly there seems



to be nothing impossible about it, for the various lines of research on the relation of environment to longevity in microorganisms seem to me to point unerringly to the possibilities of the physiological laboratory in inculcating the idea of keeping the human frame in such perfect working condition, both with regard to its internal state and its surroundings, that its lasting powers will be materially increased. When we couple with this the growing recognition of the very close relation between the physical and mental aspects, the health ideal should stand out as the central theme of all our biological teaching.

The individual who from training as to laws of health is able and accustoms himself to vitalize, so to speak, on a higher plane, who comes to make use of a larger portion of the heretofore unused recesses of his lungs than he had done before, who finds that by giving his muscles a little harder stretch he has not only covered more space but has raised the plane of his living, is fairly well equipped to go forth and render this fundamental service to others. The biologist must not tire of emphasizing this as a fundamental aim of his laboratory.

The problems of human life in their practical and vital aspects are newcomers in our college and secondary school courses. Their reception is anything but cordial; as long as Human Physiology and Hygiene, in the schools, were satisfied to confine their teachings to the effects of alcohol and other narcotics, or to lifeless discourses upon bleached bones; as long as the colleges were satisfied to have courses in zoology and to make suggestions only as to the problems and needs of the human body, the subject of human health was allowed to drag along in a meaningless and unprofitable way. Though some particular aspects of health teaching are still finding open opposition, the ideal has permeated and is permeating the entire fabric of our school and social activities. The gymnasias, playgrounds, swimming pools, and other forms of directive physical activity which we find in and out of the schools are but indicators of the extent to which the health ideal and its meaning in race development are becoming a part of human thought.

It is needless to emphasize, in this connection, that such race developers as teachers and social workers should have a thorough training in the science of the human body including the physiology of the brain and nervous system. Dr. G. A. Soper, of New York, expresses this idea very tersely in the following statement: "Every school, college and university should have a carefully developed course in Hygiene; every parent who sends a son or daughter to these places of instruction has a right to expect that this fundamental subject of life and health shall not be neglected."

The day is not far distant if we may judge from the present awakening when courses in human physiology or the equivalent in Physical Education will come next to the mother tongue as requirements for every



pupil who receives a college diploma; for, as a writer has recently put it, in "Science," "upon the health and strength of the people depend the safety of the state and the continued advance of our people." Prof. Walter Libbey, of Northwestern University, after an interesting discussion of subjects essential to the "Socialization of the College," writes as follows in *Popular Science Monthly*, January, 1913: "In addition to popular courses in scientific physiology we should have in every college popular courses in applied physiology for all students, dealing with the vital questions of hygiene. Such courses are necessary for the guidance of undergraduates in reference to diet, sleep, habits of study and of personal health in general. For, keeping our social purpose in view, it is not hard to see that one of the chief endeavors of the college should be to disseminate through the schools and the homes the knowledge of hygienic science that is so necessary for the comfort and welfare of the people."

But the enforcing of this ideal does not stop with the individual; it pushes itself on, out, into the conditions of his environment. Next in importance to having perfect individuals, is the securing of a suitable environment for his habitation. This is expressed today in the vigorous efforts put forth everywhere for sanitary improvement, and in the extension of biological knowledge as the only sure check against diseases. In fact, the control and elimination of disease, the maintenance of hospitals and sanitariums, all presupposes a widely disseminated knowledge of personal hygiene and public sanitation. The building of the Panama Canal was a biological achievement in a more fundamental way than it was a feat of mechanics, though this fact is not particularly obtrusive in literature, the mechanical side being more easily approximated in dollars and cents. De Lesseps, the Frenchman, might have built the canal years ago if his initial plans had paid more attention to biological considerations—to sanitation and health. The tenement problem, the alley problem of our congested cities, the drainage and various other features of rural sanitation are only extensions of biological beneficence.

A second ideal with which the biological laboratory must be concerned both in its immediate and ultimate relationships is the problem connected with the conservation of our national food supply. The principles, and practices, and sources involved, should have a large place in the course of study in the schools, the city schools as well as in rural schools and the college. Problems that link pupils with the soil, with plant and animal life, have in them powerful stimuli toward self-activity. These stimuli probably arise out of the primitive struggles of the race for existence against the forces of organic and inorganic nature.

The search for food was undoubtedly the ruling motive which directed these early as well as later struggles. As primitive man acquired the habit of staying by his plants, of watching and waiting for them to grow



to maturity and of tending his herds, he gained many valuable traits which have characterized and conditioned his progress in civilization.

This foregoing brief statement of a biological fact indicates the supreme importance of some phase of Agriculture as a part of our educative process. This industry is fundamentally and inseparably tied up with human welfare. Just so long as any college neglects to look after this side of the students' education, just so long is it failing not only to make use of its most forceful pedagogical asset but it is failing to give due consideration to a primary factor in the race's evolutionary and historic development.

It certainly ought to be as much of a reproach to a person not to know the ultimate sources and the interdependencies of his own food supply as it is not to be able to recall the name of the author of some ancient epic.

Many intricate social problems are linked with this question of food; we see the cost of living advancing year by year; legislative investigations and enactments are aimed at its amelioration, but it is to be doubted very seriously whether or not any permanent relief will be forthcoming until the whole situation shall be appreciated as it is slowly coming to be, and approached in the light of advancing biological knowledge. A wider diffusion of this fundamental information among our lawmakers will go far toward fitting them to handle civic problems more intelligently than they are handled today.

Practically all of our older colleges, those that were founded and nurtured under the classic ideal, have come to recognize the need of keeping their students in touch with the great world of food, and have, one by one, added Agriculture or some phase of it, as a distinct course. It is significant, too, that we read from a digest of proceedings of the second Pan-American Congress which was held at Washington a few years ago "that the predominant interest of all the nations taking part in the Second Pan-American Congress is Agriculture."

A third ideal which should inspire the teaching in our biological laboratories is included in the vigorous movements which we see on all sides for social betterment and social uplift. This movement must look to the improvement of the individual as well as to the improvement of the race. It must seek to make society better by working upon the individual units of society. It must aim not only at ameliorating the "conditions of life but also at bettering life itself."

While the Biological laboratory through the researches of Gregor Mendel and others since his day, has supplied the chief data, yet the task here is one which must call the sociologist in for its complete solution. It is said that Charles Darwin received the stimulus toward his great achievements in biology from Robert Malthus' essay on population. So the biologist today receives a large share of the stimuli which urge him to delve into researches for the improvement of man, from social conditions; on the other hand the data of any practical sociology are



drawn mostly from results of the biological laboratory. The sociologist, then, if he will make anything more than a superficial survey of this problem must be primarily a biologist. The truth or falsity of the interpretations which he will make as to the varied expressions of human conduct will be determined largely by his fundamental concepts as to the laws of life. He must carry these laws ever with him and must examine, simplify and define whatever human phenomena he meets in terms of them.

The point of view in social uplift has undergone a remarkable change in the last decade. From the hit or miss method of dealing with delinquents, criminals and many other groups that are socially important or troublesome, we have come to know the exact ideal toward which we should work in curing many of the social ills and to apply more intelligently the formulae which will bring us to the same end. The problems surrounding infant mortality, child labor, the woman question, are all being studied today from an unprejudiced standpoint. They are no longer the sports of statistical theorists, but are truly seen to be problems intimately associated with the life, strength and health of the race.

The legislator who would make laws concerning these without a due appreciation of their biological significance, may do much that is worthless and sometimes even positively harmful. We have, for instance, several cases on record where laws were made to curb certain pests when by that very act millions of dollars were lost to the communities by the ravages of other pests which had been formerly kept in check. "Nothing in politics," said Prof. Dealy a few years ago, "is so disheartening at the present time as the multiplicity of laws, mostly unnecessary, and rarely, even the best of them based on any far-sighted knowledge of human nature and social development." The words of Karl Pearson will also find especial appropriateness on this point. "The man who has accustomed himself to marshal facts to examine their complex mutual relationships, and predict upon result of this examination, their inevitable sequences—sequences which we term natural laws and which are as valid for every normal mind as for that of the individual investigator—such a man we may hope will carry his scientific method into the field of social problems. He will scarcely be content with merely superficial statement, with vague appeal to the imagination, to the emotions, to individual prejudices. He will demand a higher standard of reasoning, a clear insight into facts and their results, and his demand cannot fail to be beneficial to the community at large."

Pearson speaks further of the value of the methods of science in fitting one for sound citizenship. His words may be interpreted as referring preeminently to the biological sciences. Sound citizenship in a democracy depends in large measure upon the way in which information has become socialized, as it were, and utilized for the physical and spiritual development of the people.



The schools of higher education have a great responsibility in this leveling up of socialization. Lines of activity extending from different branches of their social science courses should touch every phase of human life. A permanent stimulus should be found in the failings and misfortunes of dependent communities. "The Samaritan of the twentieth century is not the man who assists the traveler who fell among the thieves, but he who sees to it that economic conditions of employment are so bettered that the thieves who infest the road to Jericho may have honest occupations."

Still another ideal which comes in for a considerable share of emphasis in the biological laboratory is the fostering of a practical, creative ethics; an ethics which is based upon an insight into the fundamental laws of the living and which finds in this knowledge the impelling motive that seeks its expression in right actions. I use the term "creative" to imply the power to realize the ethical ideal in one's habitual conduct as the outcome of intelligence, in midst of varying social groups and under varying individual vicissitudes.

The foundation of ethics and the springs of human conduct may be very much more extensively bound up with our bodily structure and functions than most of us ever pause to realize. Prof. M. V. O'Shea writes: "Given a body capable of generating a supply of energy adequate to the needs of an active life, and given a nervous system capable of responding effectively and appropriately to the stimulations from a complex environment of people and things, and we have an organism fitted to profit by ethical experience." Again, "in order that ethical and moral ideals may gain and keep the upper hand in one's conduct, the organism must be kept well supplied with energy and never be permitted to get out of repair."

The all importance of a large knowledge of animal and human responses, on part of those who must assist in character building, cannot be overstated, though I run the risk of tiresome repetition in urging this fact.

We are beginning to see that an individual's reactions in regard to his neighbors are simply the expressions of himself. We have about learned that the self, the personality, is a product. The biological laboratory with its data on the origin and development of personality offers a splendid opportunity to impart ethical values in their social relations and thus to contribute to building of better individuals and better communities. After one has gained the information from his laboratory exercises that the toad, for instance, performs the same type of vital functions as himself, and for some processes performs them in strikingly similar ways, he is prepared to show greater sympathy and respect for that organism. It will sooner or later dawn upon him that it is an act of savagery, wantonly, to destroy toads, unless they are found to imperil human welfare. Genuine respect for the living among lower forms



will go far in reinforcing one's respectful reverence of personality among men. Further, it would be a highly unsocial act to allow a harmful, disease-producing organism to escape and infest one's neighbor's garden. The ultimate damage to the community from one such act cannot be easily estimated.

Unsocial acts are usually based upon selfishness; it is not difficult to find innumerable illustrations in the biological field which prove clearly that it pays to be unselfish and social. The various campaigns against flies, mosquitoes, ticks, numerous plant and animal parasites, are all efforts to develop a social consciousness, as well as public health.

Another way in which the biological laboratory makes for ethical culture is the part which it has played and is playing, in trying to establish the true relationship of races and nations to each other. We know how persistently certain scientists only a few decades ago classified races as superior and inferior. We marvel at the sense of security they took in the absolute certainty of their conclusions after having applied their mathematical and chemical tests! This belief, of course, carried with it two types of conduct, one toward the superior and one toward the inferior. But the microscopists and naturalists working along other lines are fairly united at present that these terms have no meaning as applied to races and nations, and the additional fact that some of the so-called inferior peoples have forged ahead to the front ranks of civilized nations, while some so-called superior ones have become apparently decadent, has completely upset these older calculations.

A universal ethical conduct which must be the same to all men will surely follow as the ignorance and superstition of former days shall be supplanted by the truths of the laboratory. We are nearer the goal of universal brotherhood, I feel, today than we were a century ago, largely, because the pursuit of science has developed a larger sympathy among men, by teaching them that they are truly of one flesh, with a common parentage.

The biologist has not yet completed his account of the causes of the great European war from which we have recently emerged. It might appear too much of a digression for me to anticipate the biological conclusions at this time, but I do not hesitate to suggest that the clashing of ethical standards is going to stand out as a prominent factor when the explanation is fully put before the world.

Many other ideals might be mentioned as superior ends of biological teaching, but enough has been said to give a fair idea of the large place which such teaching should occupy in the education of the average citizen of today if the welfare of the nation is to be adequately conserved.

I do not mean to imply in this discussion that the pursuit of biological sciences is all-sufficient for the demands of a liberal education of our youth, or of the welfare of humanity, and I am far from even intimating



that the laboratory is doing its full duty with respect to the ideals mentioned above. In too many cases biological teaching has not risen to an appreciation of the possibilities of its field. Too many teachers both in secondary schools and colleges are satisfied merely with enforcing visual observations, which amounts to little more than a passing fancy, neglecting entirely the real meaning and functions of this subject-matter in the intellectual, moral and economic development of the people. In fact this laboratory has often been stupidly irreligious and inexcusably sacrilegious in the past and thereby has frequently done much harm sowing seeds of skepticism and tearing down the character of the pupil.

The remedy for the poor work which has been done in the past lies in the superior training which must be given in the ideals of the subject. It matters not how efficient men may become from a purely intellectual standpoint, so long as they are lacking in the possession of ideals and the power to work toward the realization of the same, so long as they are controlled by selfishness, human welfare has gained but little.

The teacher of biology then ought to be a person of high moral and religious ideals, large sympathies and breadth of character, working ever to develop right conduct, right attitude, and to prepare the young to render active service to the living, for the great test of his task is summed up in the query: To what extent has he contributed to making men better, to giving greater respect for their fellows, to making them more useful in improving the condition of mankind? The unbiased answer to this query will be a fair measure of the extent to which the biological laboratory is administering to the welfare of humanity.



**THE PASSING OF A FAITHFUL TEACHER AND FRIEND—  
JAMES HERVE PURDY.**

It is with great regret that we announce the death on December 8th of Dr. James Herve Purdy, Vice-Dean of the College of Pharmacy of this University.

Dr. Purdy was born at Moundsville, W. Va., on July 8, 1853. After attending the Philadelphia College of Pharmacy for one year he came to Howard and was graduated from its College of Pharmacy in 1881.

He engaged actively in business until 1896 when he became the head of the Department of Pharmacy, as it was then called, in this University.

Since that time he gave to the College of Pharmacy an untiring service of twenty-seven years.

Honorable in every relation of life, simple and free from guile, kindly and sympathetic in his nature, he gave to the school the best that was in him.

The College loses a fine and unusual teacher, his colleagues a staunch co-worker and his students a warm friend. His death comes as a personal loss to all who knew him.

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ALUMNI NOTES.

Teachers' Bureau Gleanings.

On November 10th, the Teacher's Appointment Bureau sent out its annual questionnaire to nearly two hundred and fifty of our graduates engaged in teaching. It is our endeavor to keep an up-to-date and accurate file of our teachers for obvious reasons. Not quite one-half of them have been returned. We take this opportunity, therefore, of broadcasting a follow-up, requesting those who have not replied to do so as soon as possible. The information requested will be of mutual benefit in accomplishing the ends sought by the Bureau—that of building up a vast team composed of the Howardites in the teaching profession, for the good of the teachers themselves and for the glory of Alma Mater.

The following is a list of names and locations gleaned from the returns. The list includes both those who have been recently appointed to the positions mentioned and those who have served longer

MR. HOWARD H. LONG, Teacher's College, 1915, formerly Dean of Paine College, Augusta, Ga., is now Dean of the School of Education of Knoxville College, Knoxville, Tennessee.

MR. JACOB E. JONES, Teacher's College, 1914, formerly Principal of the Douglass High School, Columbia, Mo., was appointed Principal of the Bartlett High School, St. Joseph, Mo., taking office in September, 1915.

MR. GUY S. RUFFIN, Teacher's College, 1915, formerly a member of the faculty of the Kelly Miller High School of Clarksburg, W. Va., succeeded Mr. Jones as Principal of Douglass High School.

MISS RUTH E. BUCKINGHAM, Hillside Park High School, Durham, N. C. Domestic Art.

MISS CLAUDIA GRANT, Phoenix Union High School, Phoenix, Ariz., Domestic Art and Science.

MR. WALTER F. BYRD, Gloucester High School, Cappahosic, Va., History and Social Sciences.

MISS LILLIAN GREATHEART, Dunbar High School, Lexington, Ky., Commercial and Business.

MR. MADISON W. TIGNOR, State College, Dover, Delaware. English and Sociology.

MR. JULIAN S. HUGHSON, Cashier, Mechanics and Farmers Bank, Durham, N. C.

MISS VIOLA T. TAYLOR, Rich Square Institute, Rich Square, N. C., Mathematics.

MR. JOHN F. BRIGHT, Genoa School, Bluefield, W. Va., Mathematics.

MRS. J. C. FRAZIER, Booker T. Washington High School, Dallas, Texas, Latin.

MR. IRA SMITH, Virginia Union University, Richmond, Va., Education and Psychology.

MISS MABEL C. HAWKINS, Wake County Training School, Method, N. C., Home Economics.

MISS EDITH A. MARTIN, Kentucky Normal and Industrial Institute, Frankfort, Ky., History, Geography.

MISS ANNA E. BROWN, K. Brick School, Brick, N. C., History, Civics, Economics, Geography.

MR. PHILIP WATSON, Lincoln High School, Fort Smith, Arkansas, History and Science.

MISS MARIE B. WASHINGTON, Peabody High School, Petersburg, Va., Mathematics and Physics.

MISS GRACE L. RANDOLPH, Whittier School, Camden, N. J., History and Music.

MR. FREDERICK L. JOHNSON, Edward Waters College, Jacksonville, Fla., Chemistry and Physics.



MISS ARNEITA TAYLOR, Lincoln Academy, Kings Mountain, N. C., French, English and Arithmetic.

MISS LEAH V. LEWIS, Armstrong High School, Richmond, Va., English.

MISS MILDRED I. FELTON, Louisiana Collegiate Institute, Shreveport, La., Music.

MISS EDNA MAE BENTON, I. M. Terrell High School, Twelfth and Stedman streets, Fort Worth, Tex., History and English.

MISS BEATRICE BURSON, Washington High School, Dallas, Texas, English.

MISS MARTHA ASHE, Albion Academy, Franklinton, N. C., English, History and Geography.

MISS LENA CHEEKS SHANE, Tuskegee Normal and Industrial Institute, Tuskegee, Ala., Stenographer.

MISS PEARL A. NEAL, Americus Institute, Americus, Ga., Piano.

MR. EARL R. HYMAN, Virginia Street School, Gary, Ind., Physical Training.

MISS MYRTLE R. PHILLIPS, Lincoln High School, Paducah, Ky., English and History.

MR. JAMES C. YOUNG, Drayton Street High School, Newberry, S. C., Principal, Latin and Geometry.

MR. HOWARD E. BROWN, John G. Whittier School, Camden, N. J., Principal.

MISS HARRIET A. DORSEY, Dunbar School, Fairmont, W. Va., Primary.

MISS MARGARET E. JACKSON, Colored Training School, Baltimore, Md., Psychology and History of Education.

MISS GERALDINE LASSITER, Elkhorn District Colored High School, Elkhorn, W. Va., Home Economics.

MISS MAMIE L. GREEN, Tuskegee Institute, Tuskegee, Ala., Home Economics.

MISS DOROTHA W. JONES, Paine College, Augusta, Ga., Education.

MRS. ANNIE SCARLET COCHRAN, Morris Brown University, Atlanta, Ga., Latin, English and History.

MR. ROBERT A. THORNTON, Shaw University, Raleigh, N. C., Physics and Mathematics.

MISS ANITA B. FOREMAN, Cambridge Colored High School, Cambridge, Md., Latin and English.

MISS JOSEPHINE F. JOHNSON, Cambridge Colored High School, Cambridge, Md., English, History, Chemistry.

MISS ANNA E. COLEMAN, Wilberforce University, Wilberforce, Ohio, Domestic Science.

MR. MARCELLUS S. BLACKBURN, Booker T. Washington School, Dover, Del., Principal.

MISS PEARL R. CAIN, Dunbar School, Fairmont, W. Va., Mathematics and English.

MR. CLEATUS P. DUNGEON, Virginia Normal and Industrial Institute, Petersburg, Va., Latin.

MISS GRACE COUSINS, John Burroughs School, Cleveland, Ohio, Elementary Fifth Grade Subjects.

MISS NANA B. THORNTON, Lincoln University, Jefferson City, Mo., Mathematics.

MISS MARION S. MAYO, Armstrong High School, Richmond, Va., Mathematics and Physiography.

MRS. FANNIE PETTIE WATTS, Cuyler Junior High School, Savannah, Ga., Mathematics and Physiology.

MISS GLADYS V. TURNER, Waters Institute, Winston, N. C., English and Algebra.

MISS ETHEL E. CARTER, Paine College, Augusta, Ga., French, Latin, American and Ancient History.

MISS MARION E. LACOUR, Lincoln School, Wheeling, W. Va., French and Latin.

MISS ELSIE F. HUGHES, Lincoln School, Wheeling, W. Va., Sixth Grade.

MISS ETHEL M. HEARN, Whittier School, Camden, N. J., Geography and Science.



MRS. MABEL O. CARROLL, Concord School, Seaford, Del., Principal.

MISS A. MARGARET ALEXANDER, Bramwell High School, Bramwell, W. Va., English and History.

MR. HERBERT M. FRISBY, Douglass High School, Baltimore, Md., Physics, General Science.

MISS PEARL H. HERNDON, Simmons High School, Montgomery, W. Va., English and American Problems.

MRS. PAULINE SIMMS PURYEAR, Virginia Normal and Industrial Institute, Petersburg, Va., French, Mathematics, English History.

MISS HELEN V. TALBOT, Frederick Street School, Cumberland, Md., Biology, Algebra, History, Hygiene.

MISS EMILY MAY HARPER, Manual Training School, Muskogee, Okla., Head of Science Department, Biology, Physics.

MR. R. J. KAWKINS, State Normal School, Fayetteville, N. C., Education and English.

MISS OLIVE C. CAESAR, Hampton Institute, Hampton, Va., General Science and Vocational Work.

MISS HAZEL E. CRICE, Lincoln High School, Kansas City, Mo.

MR. WILLIAM R. CHAPMAN, Virginia Theological Seminary and College, Lynchburg, Va., Chemistry and Physics.

MISS JESSIE E. MOTT, Claflin University, Orangeburg, S. C., Registrar.

MR. JOHN R. HUNT, Roger Williams University, Nashville, Tenn., Physical Training.

MR. JACOB E. JONES, Bartlett High School, St. Joseph, Md., Principal.

MISS MAUDE E. BROWN, Central High School, Louisville, Ky., Latin.

MR. CLARENCE B. ENGRAM, Western University, Kansas City, Mo., Mathematics.

MISS VICTORIA PEGRAM, Virginia Theological Seminary and College, Lynchburg, Va., English and Arithmetic.

MISS INABEL BURNS, Lincoln High School, Kansas City, Mo., Algebra and Geometry.

MISS I. L. TIMUS, I. C. Norcorn High School, Portsmouth, Va., General Science and Biology.

MISS FLORENCE L. SWANN, St. Augustine's School, Raleigh, N. C., Latin and Algebra.

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MR. GEORGE W. MITCHELL, Teacher's College, 1911, is Principal of the Colored High School of Cambridge, Md. He is building up a good school in this flourishing city on the Eastern Shore. The following letter from him will show the part that Howard is playing in the education work of that community:

December 10, 1923.

Dean D. O. W. Holmes, School of Education, Howard University, Washington, D. C.

My dear Dean Holmes:

I want to thank you for the aid you gave me in securing Miss Josephine F. Johnson and Miss Anita B. Foreman as teachers with me this year. They are both a credit to Howard.

Enclosed you will please find one dollar for the RECORD.

Many thanks for your kindness and I beg to remain,

Very truly, yours,

GEORGE W. MITCHELL.



## Undergraduate Appeal to the Alumni.

My dear Alumnus:

For many years it has been the custom of our University to keep the work of the College Annual among the limited number known as the Staff. This group really made the Annual. And while this plan has been in vogue, we are anxious to make this year's publication a record one; in other words, the first to unfold in detail the marvelous progress of this University, from 1867 to 1924—its works, achievements of its former students and their future prospects. It will be the first to have a special section known as the "Hall of Fame," where the celebrities of every activity shall be listed.

This book, known as The 1924 Bison, Vol. 2, will give an elaborate display of pictures, scenes of every building on the campus, over 250 graduates from all the schools of the University, special group pictures of clubs, classes, fraternities and sororities, cartoons suggestive, art work exquisite, and unique literary contributions. The advertising section will be a permanent directory, containing local and negro business enterprises and many of the most reputable white business firms of the city and country. Do you know that this book will be twice the size of any previous Annual published at Howard University? It will be bound in an elaborate cover, giving thereon even the names, in gold letters, of each subscriber.

Our editorial staff is most competent. It has as its head, Miss Joanna Houston, one of our star students, who, last June, received an English scholarship. Our business staff, too, is already at work and has secured the services of the best photographer, engraver, and printer, available. Professor Herring, who has charge of the Art Department of the University, has consented to assist us in making the artistic side of the book, *par excellence*.

Alumnus of Howard University, The 1924 Bison is your book as much as it is ours. Can we rely upon your loyalty to the school to submit any literature, letters, photos, cuts and data in general pertaining to the University and its graduates? Will you kindly urge your Alumni Association to have a special section in the "Wonder Book"? Suggest advertisers and take out your subscription early, 50 cents an installment, \$6 for the book to be paid not later than March 15, 1924, or \$5 for those who pay by January 15, 1924.

It is admitted that the cooperation of the student body and faculty is a factor in putting out this publication, as well as the untiring efforts of the business staff to secure funds, but without the especial cooperation of every alumnus of our Alma Mater, The Bison cannot hope to be that most cherished keepsake. We feel confident that you are in favor of a Greater Howard, a Greater Cooperation between student body and alumni, a Greater Bison.

Please write to us at your earliest convenience.

Howardites All,

FREDERIC H. ROBB,

*Business Manager of Bison, P. O. Box. 42.*



## M. C. H.

<http://dph.kowarid.gda/hurecorde/vol18/iss3/11>



Tribute to Foster)" seemed to grip the audience, and the skill with which Miss Lampton executed the left-hand technique coupled with her ease of playing caused her audience to demand a second encore number.

The last group, comprising Debussy's "Ballade" and Liszt's "Concert Etude," and "Tarantelle (Venzia e Napoli)" likewise displayed her flawless execution. She has achieved a certain freedom, ease, depth and solidity of tone that approaches perfection. Her technique, however, is the instrument by which she interprets the theme. Hers is the highest art—it satisfies the artistic sense and in like manner brings a message.

The following day, Miss Lampton appeared in the Howard University Chapel at the noon hour. Before an appreciative student audience that cheered and applauded her, she repeated a part of her program. Miss Lampton is primarily a product of Professor Tibbs, and in the Chapel of her Alma Mater, amidst the scenes she loved so well, she paid a glowing tribute to her teacher.

### Secretary Work Visits Howard.

SECRETARY OF THE INTERIOR HUBERT WORK, Patron Ex Officio of Howard University, favored the Institution with a visit on Wednesday, December 12th. At the assembly hour he addressed a capacity crowd, over 1,200, of faculty and students, in Andrew Rankin Memorial Chapel. His message was listened to with eager attention and, at its end, received the enthusiastic plaudits of the audience. His address on the "Aim of Education" is given below.

\* \* \* \* \*

What constitutes education is still an open question.

I am familiar with the definitions in the dictionary, both obsolete and modern. All of them are too brief to be adequate. Indeed the varieties of education are so many that only principles could be cited.

Ability to make a living is the first necessity for an education. When a man can accomplish this he is educated to a degree. Qualifications of a person to adapt himself to the environment in which he finds himself is the test of his intellectual equipment and might be termed his education.

So many different factors enter into an education of any sort. Character, mentality and training, supported by willingness to serve, are the essentials. No man is great in history unless he was able and willing to serve with and for others. Human relations are fundamental to all other questions in this world. The Great Physician, after reciting law by negation, said: "A new commandment I give unto you that ye love one another." That thought proved to be the basic essential to civilized existence and a well-spring to education which in turn promotes civilization.

Any manual industry has its educational value. It trains the eye and the hand to work in unison, and through them the mind, to direct both.

There is an education in handling a team of horses—indeed in making a horse-shoe—and the lesson of service unavoidably learned. Service is applied education and should be its object. But there may be a wide difference between a college education and its application. One is tools. The other is their use. The one is the science of service. The other is the art of science applied. The art and science of education combined is the present-day need. It has suggested manual training schools, vocational training, the teaching of trades in the public schools. All in response to the latest realization that the purpose of education is that it shall first bring social independence and open the door to positions as high as the individual has adaptability to occupy. Many men have plenty of schooling but not enough education.



Shakespeare, Burns, Lincoln, Rockefeller, Schwab, J. J. Hill and scores of others; great men of their time, were not college men. College education is not enough. Do not depend upon it. College is an opportunity and a grand one, but it will not be what goes into you here in college, but what comes out of you after leaving college, that will fix your place in the world.

So many college graduates rest upon their diploma. Graduation does not mean that you have finished. Commencement means that you have only been made ready to begin; to start out on life's journey qualified to look into the phases of life closed to your associates who were deprived of school privileges.

I once heard a man regret that he was unfamiliar with words he needed to express new thoughts that came to him. Words are tools for the mind, and familiarity with them can best come from schools and contact with schooled people. A college education should provide these vehicles for thought, not open to men who have few words.

But they are not enough. Parrots can talk. The significance of words and their relation to thought and to each other is intellectual education raised to the Nth power, but this educated status is but the preliminary to the purpose of education. Except for teaching, its purpose is to lay a foundation upon which a developed superstructure may arise.

I would impress upon you the importance of the habit of learning. The function of a teacher is to direct and correct.

Master something for yourself. No mental discipline comes from being told of a fact. That is hearsay. It is not your own and is worth only what the property of another may be. If you can read the world is open to you; if you can write you may convey your thoughts to others.

Live a part of the time alone. Get acquainted with yourself. Appraise your own qualifications and strengthen the weak ones. Cultivate the habit of reflection, give your mind leisure to receive and record impressions clearly. Even the sensitized plate of a camera must have a time limit fixed to record the detail of impressions. The human mind must not only gather its impressions but record and analyze them also. It is not believed possible for the human mind, ever, to understand itself but we do know, that its first impressions remain longest; that the character you establish here will be yours in old age and that you must live with it and dying, leave it as your tribute to the world.

### SCHOOL OF RELIGION.

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A Bible Institute under the auspices of the Extension Department of the School of Religion was held in Philadelphia on December 6th and 7th. Two of the largest churches in the city opened their doors as hosts. The St. Paul's Baptist Church, Rev. E. W. Johnson, D. D., pastor, entertained the Institute on Thursday and the East Calvary Methodist Episcopal Church, Rev. C. A. Tindley, D., D., pastor, welcomed it on Friday. Rev. W. L. Imes, pastor of Central Presbyterian Church, was chairman of the committee of arrangements. The entertaining pastors and other local ministers assisted on the program. The principal speakers were Professor Sterling N. Brown, D. D., Director of the Extension Department; Dean D. Butler Pratt, D. D., of the School of Religion, and Rev. E. W. Moore, D. D., Director of Negro Work, the American Baptist Home Missionary Society and also a member of the Advisory Board Committee on Field Work.

That the Institute met with a large measure of success may be inferred from the fact that a strong committee of the leading pastors in Philadelphia was formed and requested to make suitable provision for another Institute next year.



Another Bible Institute is planned for December 18-21 at Kingston, N. C. Professors S. N. Brown and W. C. Gordon will represent the School of Religion at this gathering. Other Institutes are being planned for the year 1924. This extension work is full of promise.

The death of Rev. L. M. Graham, 1920, from typhoid fever brought sadness to his many friends. Bishop J. E. Freeman conducted the funeral service which was held in St. Alban's Church. The University was represented by Dean D. Butler Pratt, Professor W. V. Tunnell and Rev. Lorenzo A. King, '23.

### SCHOOL OF MEDICINE.

Word has reached us through a clipping from the Newport (R. I.) Daily News, under date of November 15th, that Mrs. Julia Arleigh Matthews-Stuart, Pharmacy '23, has passed the Rhode Island State Board of Pharmacy examination, being the first colored woman to pass this board. Her father, who was the first colored man to pass the same board, is also a graduate of our College of Pharmacy, Class of 1898. She will be associated with her father as partner in their drugstore at 60-62 Thames street, Newport, R. I.

Dr. Michael M. Edwards, Medical '10, has passed the New York State Board.

Dr. Brutus L. Love, Dental '23, has passed the Ohio Dental Board.

Dr. Errold Collymore, Dental '23, has opened an office at 201 West 142d street, New York city. His office is up to date in every respect and he has a splendid practice.

Through the efforts of Dr. Ben Karpman, Clinical Professor Psychiatry in the Medical College, the following lectures were delivered to the Senior Medical Class in Psychiatry:

Psychology and Psychiatry, by Winifred Richmond, Ph. D.

Tuberculosis and Insanity, by S. A. Silk, M. D.

Mental Symptoms in Traumatic Conditions, by E. Hadley, M. D.

Bizarre Forms of Epilepsy, by D. C. Main, M. D.

Psychotherapy, by R. W. Hall, M. D.

The Pathology of Major Psychoses, by W. D. C. Lewis, M. D.

EDWARD A. BALLOCK, *Dean.*

### SCHOOL OF MUSIC.

#### The Goldie Guy Recital.

ON Wednesday evening, November 14, 1923, the Conservatory of Music of Howard University presented Miss Goldie Guy in Pianoforte Recital. Her program was as follows:



Miss Goldie Guy, Pianist  
Wednesday Evening, November 14, 1923  
University Chapel

PROGRAM

Toccata and Fugue, D Minor.....	<i>Bach-Taussig</i>
Three Preludes, B Flat Minor, C Minor, D Minor.....	<i>Chopin</i>
Nocturne, G Major.....	<i>Chopin</i>
Maiden's Wish.....	<i>Chopin-Liszt</i>
Rhapsody, B Minor.....	<i>Brahms</i>
Scare-Crow .....	<i>Poldini</i>
Minuetto vecchio.....	<i>Friedman</i>
Romance in D Flat.....	<i>Sibelius</i>
Dance of Desire (Enchantment Suite).....	<i>R. Nathaniel Dett</i>
Rigoletto Paraphrase.....	<i>Verdi-Liszt</i>
Concerto Opus 23.....	<i>Tschaikowsky</i>
Andantino semplice, Allegro con fuoco	
Second piano parts played by Mr. Cecil Cohen	

Each number was a story eloquently and melodiously told. Those who heard her were convinced that she is more than a pianist, she is a brain, a heart, a temperament and a talent. All of these linked together were under the complete control of her will and inspiration.

The Bach-Taussig number, with which her program began was played with a clear Bach insight. In spite of the idea which may have been strong with the student element of her audience, that the name Bach attached to a piano number spells an irksome task, her artistic interpretation made them exceedingly appreciative of this particular number.

Her Chopin and Chopin-Liszt group furnished an opportunity for her to take her audience with her into a realm of tone, varied and finely woven. In this group there was a particularly rich combination of the whispering pianissimo and light airy strains. From this reverie, her audience was awakened by the Brahms Rhapsody, which alone made up her third group.

Her fourth group contained four numbers, but the one which her audience will probably remember longest is Dett's "Dance of Desire." After playing the number immediately preceding the Dett selection, Miss Guy came to the front of the stage with a comment upon Dett as an eminent Negro composer, which comment was followed by an announcement of the various stages in the number that was to follow. She was recalled by continuous applause.

"Rigoletto Paraphrase," by Verdi-Liszt, was quite sufficient for her fifth group, but her audience was so pleased with her rendition of it that she was obliged to return and give as encore number, "Serenade," by Schubert-Liszt.

The program was concluded by Tschaikowsky's Concerto. This number was played with pleasing spirit and beautiful style. Much credit is due Mr. Cecil Cohen for interpretation and tone quality in his execution of the second piano parts. This number constituted a noteworthy conclusion to a beautiful program that is well worth remembering.



## UNDERGRADUATE LIFE.

### Correction.

In the December issue of THE RECORD, under an article entitled, "Undergraduate Musical Activities at Howard," a statement was made to the effect that Mr. Wesley Howard is Conductor of the University Symphony Orchestra. That statement is an error. Mr. Howard is Associate Conductor of the Orchestra, and Sgt. Dorcy Rhodes is Conductor of both the Band and the Orchestra. We make this correction with due apologies to Sgt. Rhodes.

### The Annual Contest for the Rodman Wanamaker Trophy.

On the evening of November 28th in the 3rd Regiment Armory in Philadelphia, three of the leading Negro bands in the country assembled as contestants for the Rodman Wanamaker Trophy, awarded each year to the most proficient Negro band. The contestants for the year of 1923 were: The R. C. O. Association Band of Philadelphia, J. L. Grinnel, Director; The Howard University R. O. T. C. Band of Washington, Dorcy Rhodes, Director, and the Imperial Elks Band of New York, Jacob W. Porter, Director.

The program played by each band was as follows:

1. March—"Semper Fidelis".....*Sousa*
2. Selection—"Lucia di Lammermoor".....*Donizetti*
3. Optional
4. March—"Stars and Stripes Forever".....*Sousa*

Played by massed bands, and directed by the successful Bandmaster.

The judges of the contest were: Mr. Franko Goldman, New York City; Mr. William White, Washington, D. C., and Mr. Oreste Vessella, Atlantic City, N. J.

The whole contest was characterized by a brilliant display of ensemble playing. Much credit is due to Mr. Rhodes under whose able direction the Howard University R. O. T. C. Band captured second place.

### Faculty Night at Phi Beta Sigma.

The members of the Alpha Chapter of the Phi Beta Sigma Fraternity assembled at the Chapter House, 325 T Street, on Friday evening, November 16, to observe their third annual Faculty Night exercises. These exercises take the form of a reception to the Faculty and are intended to bring professors and students into closer and more cordial relation and thus to promote more effective co-operation in the numerous University activities where students and Faculty have common functions and interests.

Mr. W. E. Pannell, president of the chapter, was master of ceremonies. Dean E. L. Parks offered prayer after the singing of "America." President Pannell then welcomed the guests and set forth the ideals of the Fraternity in establishing a Faculty Night in all of its undergraduate chapters. Dr. E. P. Davis spoke of "The Fraternity Man as a Scholar" and Professor T. Montgomery Gregory spoke of "The Fraternity Man as a Leader." Vocal solos were rendered by Mr. E. C. Bonner and Mr. B. G. Ragsdale and instrumental solos by Mr. Bernard Walton and Mr. Clyde L. Glass, a graduate of the New England Conservatory of Music and former student of piano in Paris, France.

The Open Forum discussions were led by Dean D. O. W. Holmes, Dean E. L. Parks, Professor W. L. Hansberry, Dr. M. T. Walker, Dr. Benjamin Early, Mr. C. A. Petioni, Mr. A. L. Taylor, Mr. F. M. Davis and Mr. Frank A. Avant of Shaw University, Raleigh, N. C.

Refreshments were served and a social hour was spent.



### **The German Club.**

AFTER a period of inactivity for the last year, due to the absence of the head of the German department, the German Club has met and reorganized. The following officers were elected: President, Mr. W. H. Jackson; Vice President, Miss A. Green; Secretary, Miss J. Parr; Treasurer, Miss P. Parker; Critic, Mr. Williams; Sergeant-at-Arms, Mr. Larkins. The function of the Club is to promote the study of German and on the basis of its organization and plans which it has formulated much can be expected from it during the course of the year.

### **Athletics.**

#### **Howard-Lincoln Football Classic.**

THANKSGIVING DAY in Philadelphia, Pa., November 29, broke pretty for players and spectators alike. The cloudy mist which overhung the horizon carried within itself just enough autumnal cold and dampness to invigorate the athletes and arouse the rabbles to a noisy falsetto. Save for the temporary annoyances at the gate where several thousand customers were held up until the police and sundry park officials had collected their fifty-fifty, everybody (players excepted) was imbued with the genuine Philadelphia spirit. The buffaloes were confident. The lions had been fed on raw meat for a fortnight.

Crudup, Lincoln's right end, kicked off to Doneghy, who ran the ball back 15 yards to the 20-yard line. Howard's captain made it first down by tearing off 11 yards around left end. Peyton added 6 yards through center and Contee made another first down on an off-tackle play. After a fumble had been recovered by Contee, Capt. Doneghy made an unsuccessful attempt to drop-kick from the 35-yard line. It was Lincoln's ball on her 20-yard line. Byrd tore around left end for 15 yards. Howard was penalized 15 yards for unnecessary roughness. On the next two plays, Lincoln failed to gain. She was penalized 15 yards for slugging. Crudup punted to midfield. Using line plunges, Howard carried the ball to Lincoln's 17-yard line in two successive first downs. Thus, on a fake place kick formation, Doneghy heaved a pass to Long, Howard's right end, who carried the ball to the 7-yard line. Melton, substituting for Peyton, gained 3 yards through center and Doneghy went over on an off-tackle play. The kick for the extra point fell short of the cross bar.

At this point, Coach Watson telegraphed instructions to "open up on the new plays." However, the board of strategy decreed that a "bird in the hand was worth two in the bush." Hence, the solon's injunction was declared null and void and a defensive game was ordered.

On the kick-off to Lincoln, Byrd, the whirlwind of the Lion's offense, received the pigskin on his 3-yard line. Aided and abetted by perfect interference, he swung to the right, following his interference down the side line until Howard's defense had been sucked to the right side of the field. Suddenly, he left his confederates and broke towards the open territory, at the same time using all of his well-known speed to elude his pursuers. He shook off Blackmon, the last Howardite in his pathway. At this moment, the massive form of Capt. Doneghy hove in sight. He overtook the flying Byrd; grappled him with both hands, alike "Strangler" Lewis executes the "Flying mare," and brought him to earth 12 yards from the goal line. Byrd's dash, the feature of the game, was good for 85 yards.

At the opening of the second quarter, Goodman tore through left tackle on a delayed buck for 8 yards and Byrd finished the job by hurdling over the right side of Howard's line. The kick from placement for the extra point went wild by a few feet. During the rest of the period, neither side gained consistently. Bagley, substituting for Kelly, brought in the second futile command from the perplexed coach. Morgan was adjusting himself to Howard's signals with the skill and dexterity of an international spy. Howard's offense was not working.



The third and fourth periods were repetitions of the second quarter. The ball changed hands repeatedly but neither side produced the punch necessary to put it over. Capt. Doneghy, who carried the ball on three out of every four attempts, was quite exhausted in the latter period, while several of the linemen and backs appeared more or less bewildered or something else. The final whistle blew with the pigskin near midfield to the entire satisfaction of all except the players and the coaches.

The lineup was as follows:

Howard	Position	Lincoln
Williams .....	L. E. ....	Lancaster
Smith .....	L. T. ....	Coston
Kelley .....	L. G. ....	Poindexter
Priestley .....	Center .....	Morgan
Anderson .....	R. G. ....	Carter
Dokes .....	R. T. ....	Jason
Long .....	R. E. ....	Crudup
Blackmon .....	Q. B. ....	Byrd
Doneghy (Capt.) .....	L. H. B. ....	Johnson (Capt.)
Contee .....	R. H. B. ....	Brown
Peyton .....	F. B. ....	Lee

#### SCORE.

Howard .....	6	0	0	0—6
Lincoln .....	0	6	0	0—6

Touchdowns: Howard—Doneghy. Lincoln—Byrd.

Substitutions: Howard—Melton for Peyton; Peyton for Melton; Johnson for Long; Bagley for Kelley. Lincoln—Goodman for Lee; Hogan for Jason; Taylor for Goodman.

#### SUMMARY.

First Downs—Howard, 9; Lincoln, 4. Yardage lost by penalties—Howard, 52; Lincoln, 52. Number of penalties—Howard, 5; Lincoln, 5. Average yardage of punts—Howard, 28; Lincoln, 35. Completed passes—Howard, one out of one (attempted); Lincoln, none out of 4. Interrupted forward passes, Howard, 3; Lincoln, none.

Officials: Umpire, Bullock (Dartmouth). Referee, Gibson (Springfield). Field Judge, Douglas (Harvard). Head Linesman, Washington (Oberlin).

For fear that any critical comment on the game by a player might expose one to a charge of partiality, the writer respectfully refrains from any critical analysis of the Howard-Lincoln football classic. However, before the accounts are closed, due cognizance should be taken of the efforts of several retiring heroes who played their valedictory game for Howard on Thanksgiving afternoon. These include: Captain Charles Doneghy, four-year letter man and all-American halfback, who is conceded to be one of the best all-around athletes in American college circles; Raymond Contee, four-year letter man in football and track, ex-captain of track team, greatest defensive halfback in the game as well as the gamest loser in captivity; Geo. "Bulldog" Williams, the noblest Roman of them all of whose exploits have been recorded in a former issue of THE RECORD; "Laddie" Melton, the plunging halfback, a terror on offense and a stone wall on defense, letter man in football and baseball, ex-captain of baseball team; Geo. Priestley, the pivot of the 1923 championship combination, quiet, resourceful, steady under pressure. Priestley is the outstanding center of the season.

Although the Thanksgiving Classic resulted in a tie, Howard emerged champion of the Colored Intercollegiate Athletic Association, having won 7 games and tied one, whereas Lincoln, her nearest rival, won 6, tied 2, and lost 1. Hampton was de-



At the annual banquet in honor of the football squad, Friday, December 14, in the Domestic Science Hall, Raymond S. Doaks, all-American tackle of the 1923 championship eleven, was elected captain of the 1924 team. Doaks is one of the most popular athletes on the Hill. He is twenty-two years of age and hails from Noblesville, Indiana. He acquired his early gridiron education at the Noblesville High School.

On December 12, the Finance Committee sanctioned the recommendation of the Athletic Council, that Howard enter a team in the Intercollegiate Basketball Competition this winter. A tentative schedule has been arranged to include games with Hampton, Shaw, Lincoln, and possibly Morehouse. Details will be given in our next issue.

T. J. A.

### The Freshman-Sophomore Debate.

The Annual Freshman-Sophomore Debate was held on Friday, December 14. The question for debate was, Resolved that the Migration of the Negro from the South to the North is for the Best Interest of the Race. As is customary on such occasions, a large crowd was present, both of the students and of visitors from the city. Great enthusiasm was shown by the two classes and some feared that at times competition was going to the extreme.

The representatives of the Freshmen were Messrs. Rideout, Busey, and Newbie. Those of the Sophomores were Messrs. George, Lovett, and Baskerville. Mr. Rideout opened the debate for the affirmative and argued that educationally and politically, migration is for the best interest of the race. He called special attention to the inadequacy of education in the South, the great disproportionate method of dividing the educational facilities between colored and white schools and the great difficulty of securing the Negro vote.

Mr. George followed as the first speaker for the negative. He argued that the race does not want social equality in the South. He showed that migration counteracts the operation of those agencies which are at work to harmonize the two races; it causes social maladjustment; and it fails to place the race on a higher social plane. Mr. Busey laid special emphasis on diminishing returns in agriculture and failure to receive justice in the courts as causes for the migration in his efforts to show that economically and socially, migration is best for the Negro. Mr. Lovett, the second speaker on the negative side, argued that migration does not favor a greater political status; it breaks the morale of the South; and it threatens the advantage of the Negro in the North.

As the last speaker for the affirmative, Mr. Newbie made an admirable summary of the whole affirmative argument and concluded with an expression of his belief that for the whole race of American Negroes, migration is for their best interest. Mr. Baskerville followed with the concluding speech for the negative and showed that migration weakens the economic structure of the Negro in the South, and pleaded that for the benefit of the future of the Negro he should stay in the South where there is infinitely greater advantage in every way than there is in the North.

The whole debate was a splendid success. The speakers showed great familiarity with the facts in the case. Each spoke with a high degree of poise and self-possession. It was no wonder that the judges—Professors Tunnel, Dyson, and Hansberry—found it a trying task to decide the two best speakers. At last the decision was rendered, showing that in the opinion of the judges, the Sophomore was the winning team and as first speaker, Mr. Newbie, and as second, Mr. Baskerville, were the winners. Music for the occasion was furnished by members of both the Freshman and Sophomore classes.

S. A. L. N.



feated by both Howard and Union. Lincoln's sole defeat was against Hampton. Howard's record for the season was as follows:

Howard	Date	Opponents	
7	October 6	A. & T. College	0
10	October 13	Va. Theo. Sem.	0
15	October 20	Livingston Col.	0
10	October 26	Moorehouse Col.	0
7	November 2	Wilberforce Univ.	0
19	November 10	Petersburg	7
19	November 17	Hampton	6
6	November 29	Lincoln	6

THOS. J. ANDERSON.

### The Christmas Spirit at Howard.

As we walk the campus in these December days, the word which is on the lips of all is "Examinations." The bustle and hurry is due to preparation for the Christmas examinations. This hustle and hurry is caused not alone by thoughts of the coming exams, but by an effort to speed the days between Howard and home. The hearts of all are filled with the Christmas spirit. Beneath the serious visages, one sees the radiant beams of hearts, happy in the expectation of the joys and pleasures of Christmas spent at home. The holidays come as balm to the weary student.

H. A. D.

### Reflections of An Undergraduate—The Success of Howard.

IN THE RECORD for November, 1923, comment was made on the general outlook of the University for the current year as considered from surrounding circumstances. Attention was called to the fact that the Institution had made many long strides in the past and at the present bade fair to outdo all that had already been done. The growth of the student body and the addition to the general machinery are very significant, but when we consider the most pressing need in the race, we cannot allow factors of minor importance to become the criteria of success in the University. There is not one man in a hundred who is not proud of the fact that here at Howard we are producing a splendid educational plant. But the Supreme Success of the University must depend upon the quality of the scholarship it is turning out. After all that may be said and done, the one aim of Howard, as of all other universities, is to produce competent men and women to fill the offices of trust and responsibility in society. In the final analysis, no university can build up a reputation except on scholarship. The great universities of Europe could not have won the respect of the world if they had not produced such men as Kant, Brooke, Pitt and Gladstone. The universities of England and Germany are by no means bounded by those countries, but extend over the globe. The number of the students and the equipment of the schools are always kept in the background. The one glaring fact ever present is the scholarship turned out by the universities.

This suggests the idea that as good christian people are the only representatives of the church, so cultured men and women are the only true representatives of the usefulness of a university. It seems reasonable to expect that any educational institution should have the power to stamp itself upon the personality of its graduates so that they may readily be pointed out as followers of that institution. There should be a certain degree of dignity, culture, or call it whatever you please, which should enter into the sum total of what is called a college man. In some institutions this is decidedly the case. It was once said by a Yankee who traveled west and met a man whom he had never seen before that he knew him to be a Harvard man simply from the way he wore his hat. The college man should be capable of being selected from a crowd irrespective of surrounding conditions. In dress, carriage and expres-



sion, he should be above the average of society. If by accident there is a graduate of any institution who does not reflect the ideals of the institution in every fiber of his being, so far as he is concerned, the institution has failed. We are told in scripture that wheresoever the disciples went notice was taken of them that they had been with Jesus. This was inevitable, since the personality of their teacher was so deeply implanted in them.

The success of Howard University, regardless of all other things, must be measured in terms of the ability of her children to impress the world with their scholarship. This does not mean that in the past the Institution has had poor representation, but every day the demand of a more adequate representation increases in its urgency. More and more are the eyes of the world turned toward Howard, and it is not unreasonable that society demand of the University that it embody and diffuse such a type of culture as may characterize every one of its students. The type of culture generally called Anglo-Saxon culture is the result of years of development. The Anglo-Saxons in their process of growth laid the Assyrians, the Greeks and the Romans under severe tribute, with the result that today they are the judges of culture. The Negro race is not less capable of developing a type that may be designated as Negro culture. Indeed, the race has much in its favor. It has not only the culture of the Assyrians, the Greeks and the Romans, but also that of the Anglo-Saxons from which it may borrow freely. Howard University, by virtue of the fact that it occupies the strategic position as pioneer in Negro education, is the source whence Negro culture should radiate to the four winds. Whether we believe it or not the success of the race depends upon the ability of its educational institutions to produce men equal to the best intellect ever produced. Now since we are the inheritors of the nations, and the world is curiously watching Howard as the center of Negro education, it behooves us to be up and doing that we fall not short of our trust. The great majority of the students have their ideals set on college honors. The average student is more serious than he used to be. And yet there is room for improvement. Improvement, not in instruction, for there is reason to believe that the instruction given at the University is equal to that of any other American university; but improvement in the students themselves. In speaking to a former student of Howard who is now resident at Harvard, he said that the only difference between Howard and Harvard is in the promptness with which an assignment is completed.

It seems that the success of the University rests with the students and faculty, who make or mar its reputation. It has been said truly that the one platform upon which the nations of the world meet is scholarship. Since our race as a whole is manifestly the most backward in this respect, it becomes doubly our duty to apply ourselves heartily and to hasten the time when Howard will attain her rightful prestige—the Saviour of the Negro race.

S. A. L. N.

#### **The Off-Campus.**

The young women of Howard University who are "non-campus dwellers" have organized themselves into a club which is known as the "Off-Campus Club." The aim of this club, first of all, is to bring the young women living in various parts of the city into closer association and contact with one another and by means of the regular weekly meetings—which are planned—each young woman will know the other better. In the second place, there are problems which confront the "off-campus young woman" as well as the "on-campus young woman" and such problems of personal concern which culminate in more conveniences for and accommodations to the "off-campus student" may be discussed and brought to each as a common interest. Officers of the club are Miss Harriette Stewart, President; Miss Ima Joyce, Vice President; Miss Louise Johnson, Secretary; Miss Anita Turpeau, Treasurer.



### The Dramatic Club.

THIS year, for the first time, the students interested in dramatics have organized themselves into a sort of Dramatic or Players' Guild. This organization is carried on by the students themselves, under the supervision of its director, Professor Montgomery Gregory. On Thursday, December 6, 1923, a temporary roster of officers was elected. It is hoped, through such a manner of proceeding, that all of the burden and duties which once rested on the director's shoulders might be lessened by apportioning it among the students. The following students were elected: President, Mr. T. Spaulding; First Vice President, Miss M. Jones; Second Vice President, Mr. M. S. Green; Secretary, Miss H. Stewart; Treasurer, Mr. P. Helm; Librarian, Mr. J. Cobb; Assistant Librarian, Miss E. Hoffman; Costumer, Miss T. Hill; Business Manager, Mr. A. Smith; Assistant Business Manager, Miss P. Fletcher.

Every phase of the work is taken charge of by the students. There are seven distinct groups, each of which has a chairman and each student in the Dramatic Club is disposed to affiliate himself or herself with anyone of the groups desired. The following are the chairmen of the various groups: Make-up Group, Miss E. Taylor; Musical Group, Mr. E. Hemby; Publicity Group, Mr. E. Lovette; Dance Group, Miss V. Young; Property Group, Mr. A. Burke; Technical Group, Mr. V. Carson; Art Group, Miss T. Hill.

The Dramatic Club is planning to present the following plays in January: *The Lost Silk Hat*, by Lord Dunsany. The scene of this play is laid in a fashionable London street. *The Lost Silk Hat* is a typical social satire which contrasts the material with the romantic world. The outstanding characteristic of this play is its clever dialogue, which, I might say, dominates in all of Dunsany's plays. The cast includes the *Caller*, Mr. T. Spaulding; the *Laborer*, Mr. S. M. Murrell; the *Clerk*, Mr. A. E. Burke; the *Poet*, Mr. A. Smith, and the *Policeman*, Mr. P. L. Helm.

The second play is *Beauty and the Jacobin*, by Booth Tarkington. This is a drama of the French Revolution and has to do with the escape of Anne de Lasayne and her brother Louis from the Revolution with Eloise D' Anville. The cast: *Anne*, Miss M. Jones; *Louis*, Mr. M. Green; *Eloise*, Miss P. Fletcher; *Valsin*, Mr. A. Smith; *Dossinville*, Mr. E. Hemby.

*Note:* Miss Grace Nash, a graduate of Class 1923, is teaching English in the High School in Durham, N. C. On account of her remarkable work and the interest which she took in dramatics while at Howard, she is prepared to take charge of the dramatic work there and is planning to produce many plays.

Miss Sadie Spence is dramatic director of a group of young people in Norfolk, Va., and under her supervision they are planning to produce "Thais." H. V. S.



### HERE AND THERE.

BACK in the world of feudalism, crusades and the Holy Roman Empire which seems to many so foreign, distant and incomprehensible, in the 12th century, the century of the rise of universities, a college professor uttered a complaint which seems to savor of the 20th century. "The teacher is so occupied with classes that he has little time for research and publication: the truly learned are in danger of the bite of envy: most teachers are catering to their pupils and giving 'snap courses' in order to gain popularity: the elective system is a failure since the students in the words of the Apostle 'after their own lusts heap to themselves teachers having itching ears': academic freedom has become a thing of the past now that masters are become flatterers of their students and students of their masters while, 'if there is anyone who does maintain a magisterial air he is shunned as if insane by the meretricious scholars and is called cruel and inhuman.'" Nothing seems lacking to make William of Conches' accusation complete except the charge that boards of trustees are in the grip of big corporations.

Rudyard Kipling, the new rector of St. Andrews, has formulated a new definition of freedom. Speaking to the canny Scot, at his installation, he congratulates the students on their ability to deny lesser wants for the sake of larger desires, nay, even to forego the necessities of life in order that they may obtain an ultimate end of great worth. This ability to control the lesser for the sake of the greater, Kipling calls the new freedom.

New York State seems to be reaching out for the freedom to rid itself of the rule of the ignorant. In September, a law went into effect that all first voters of age twenty-one (the law does not apply to those of older years voting for the first time) must present a certificate of graduation from the eighth grade or else take an examination equal in difficulty to the work in that grade. To facilitate this work, the judgment of what is illiteracy, the whole question has been put in the hands of the State Board of Education. School houses were opened at night some weeks before election day and every facility offered by the educational authorities to those wishing to qualify themselves for the vote.

The students at Columbia University have petitioned the faculty to discard examinations. The chief reason given was that if such a course were adopted the players on the football team would feel more responsibility for their daily recitations and would thus not be kept off the team at critical moments. Evidently to the students the end justifies the means.

Africa is rivaling Russia for the favor of New York. For some years Russian music, Russian ballet and the Russian Art Theater have reigned supreme there. Now Africa, as portrayed by the Swedish ballet fresh from triumphs in Paris, challenges its supremacy. It is an African myth of the creation which has taken New York by surprise. The ballet is based on this legend, accompanied by music so old that it makes the spirituals seem very modern indeed. There is syncopation in the music but no jazz as the poem, the legend itself, admits of nothing cheap or vulgar and the music and decorations are keyed in the same pitch. The entire production is based on a study of African music and sacramental dances made by the authors at first hand.

From New York University comes the news that a young Negro youth, Countee Cullen by name, has won second honors among seven hundred undergraduates of seventy-three colleges in a poetry contest. The judges were Carl Sandburg, Alice Corbin and Witter Bynner. Cullen received one vote while the other two went to a student in the University of Chicago. The name of the poem is "The Ballad of the Brown Girl."



## OF GENERAL INTEREST.

### Roland Haye's American Tour.

After a stay of a year abroad, during which time Roland Hayes has won unprecedented successes, the famous Negro tenor returns to this country for a short tour with the Boston and Detroit Symphony Orchestras.

Critics in England and on the Continent have hailed him as one of the great voices of the world today. Says Philip Hale, a well-known American critic, writing in the Boston Herald:

"Seldom is singing of so fine a quality heard in our concert halls."

In the near future Mr. Hayes will return to Europe to meet about forty engagements in Central Europe, Italy, England and Spain.

### Negro Student's Poem Wins Second Bynner Prize—"Ballad of the Brown Girl" Second to Poem by University of Chicago Man.

(By the Associated Press)

NEW YORK, December 1.—Countee P. Cullen, Negro student at New York University, has been awarded second prize in the Witter Bynner undergraduate poetry contest, for "The Ballad of the Brown Girl," the theme of which was an old "tale the grandmas tell" around the negro cabins of the south.

"In the Range Country," by Maurice Loseman of the University of Chicago, won first prize.

The Poetry Society of America, under whose auspices the contest was held, made this announcement today, and declared that 700 students in 63 colleges and universities had competed. The judges were Witter Bynner, Carl Sandburg and Alice Corbin.

Cullen's ballad, which is 200 lines long, describes the tragedy of a hero who disdains the love of a "lily maid," the "pride of all the south," for that of a "dark brown girl" because of the latter's gold.

### Yale Students Pay One-third of College Cost—Average Expense for Each Man Is \$835, and He Contributes \$267, Report Shows.

(By the Associated Press)

NEW HAVEN, Conn., December 3.—For each student in Yale University the university made an average expenditure of \$835 for the year 1922-23, as compared with an average payment of \$267 made by each student, figures from the treasurer's report, made public here, show.

In the university budget for the year 39.4 per cent of the total expenditure was made for instruction, while only 26.6 per cent of the total income was derived from tuition and fees for that purpose. The other expenditures were in the following proportions: 19.6 for property, 10.8 annuities and adjustments, 7.8 administration, 7.2 laboratories, 4.4 improvements, 4.4 scholarships, 3.9 libraries and 2.5 printing.

The university income was derived from several sources, as follows: 52.5 per cent from investments, 26.6 tuition and fees, 7.3 dormitory rent, 7.2 alumni fund, 3.9 gifts and 2.5 miscellaneous.

In the further analysis the figures show that the expense of a freshman student is less than the average of \$835 and the payment above the average of \$267.

### Held As "Attack" on Free Teaching—University Man Denounces Exclusion of Subjects Conflicting with Biblical Account of Creation.

COLUMBUS, Ohio, December 1.—The fundamentalist movement to exclude teaching of subjects which conflict with the Biblical account of creation, particularly by Digital Howard @ Howard University, universities and colleges, was described last night



by Prof. Joseph V. Denney of Ohio State University, president of the American Association of University Professors, as "the most sinister force that has yet attacked freedom of teaching."

Speaking at the annual dinner, held as a part of the program of the tenth national convention of the association, before representatives of virtually all of the leading educational institutions of the nation, Prof. Denney proclaimed it as his belief that educators should refuse to be coerced into silence by fear of consequences when they are agreed their position is right.

He characterized "as one of the many popular delusions of the age" the "naive belief of many people that prominence in one field of human endeavor justifies intrusion into another; that the great popular leader may dictate authoritative pronouncements in sciences, theology and education." Members of the association were urged to try frankly and fearlessly to correct public opinion on questions of education when they are convinced public opinion is wrong.

Prof. Denney sounded a warning against restriction of freedom in college teaching, declaring that "any college or university, whatever its foundation, that openly or secretly imposes unusual restrictions upon the dissemination of verified knowledge in any subject that it professes to teach at all, or that discourages free discussion and the research for truth among professors and students, will find itself shunned by professors who are competent and by students who are serious."

The effect of laws passed against evolution, intercollegiate athletics, the advisability of limitation of college enrollment and a recommendation to establish a "mediation committee," to act in all disagreements between presidents and faculties in an effort to bring about adjustments without publicity, are among the more important subjects to be considered today at closing session of the convention.

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The American Academy in Rome, which has offices both in New York and Washington, announces the annual competition for the fellowships in architecture, painting, sculpture, musical composition and classical studies. The stipend of each fellowship in the fine arts is \$1,000 a year for three years. In classical studies there is a fellowship for one year with a stipend of \$1,000, and a fellowship paying \$1,000 a year for two years. All fellows have opportunity for travel, and fellows in musical composition, from whom an extra amount of travel is required in visiting the leading musical centers of Europe, receive an additional allowance not to exceed \$1,000 a year for traveling expenses. In the case of all fellowships, residence and studio (or study) are provided free of charge at the academy.

The awards of the fellowships will be made after competitions, which, in the case of the fine arts, are open to unmarried men who are citizens of the United States; in classical studies, to unmarried citizens, men or women. It should be particularly noted, however, that in painting and sculpture there is to be no formal competition involving the execution of work on prescribed subjects, as formerly, but these fellowships will be awarded by direct selection after a thorough investigation of the artistic ability and personal qualifications of the candidates. Candidates are requested to submit examples of their work and such other evidence as will assist the jury in making the selection.

These competitions are of national interest. The academy is seeking the best talent in the country. Entries will be received until March 1. Circulars of information and application blanks may be obtained from Roscoe Guernsey, executive secretary, American Academy in Rome, 101 Park avenue, New York City.



### COUNTERWEIGHTS.

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#### Just Something to Start on.

A boy at school was continually writing home for money. His father made a final refusal, giving as a reason that he did not wish his son to become a spendthrift.

The son, not to be outdone, replied: "Dear Dad—Will you kindly lend me \$5, as I am saving up?"

---

#### Stopped His Tricks.

In order to test the powers of observation of the scholars, a principal asked one of the boys to give him a number to write on the board.

"Fifteen," said the boy.

The principal reversed the number and wrote 51, but no one seemed to notice it.

"Well, well," he said, "some one give me another."

"Eighty-two," suggested a second boy.

Again the number was reversed, 28 being written. Still no comment from the class.

"Mercy!" said the principal, testily, "do you not notice anything? Give me another number and use your eyes."

This time the reply came from the stolid-looking youth who had spoken first:

"Twenty-two. See if you can gum that up!"

---

SENIOR—"Have you read Wordsworth?"

FRESH—"Yes, great stuff. Let's see, now, who wrote that?"

---

FRESH—"Have you a cigarette?"

JUNIOR—"Yes, plenty, thank you."

---

Excited teacher (returning very poor test papers)—"Girls, you must not only re-write these papers, but you must write them all over again!"

---

#### Logical.

A professor says that sedentary work tends to lessen the endurance. In other words, the more one sits the less one is able to stand.

---

#### The Indications.

"So your son is in college? What is he preparing for?"

Father—"Don't know; but from the way he works, I kind of think he's going to be a diplomat."

---

#### Accuracy.

DESPERADO—"Halt! If you move, you're dead."

STUDENT—"My man, you should be more careful of your English. If I should move, it would be a positive sign that I was alive."

---



**Noise Wins.**

"What does the professor of Greek get?"

"Oh, about \$3,000 a year."

"And the football coach?"

"About \$12,000 a year!"

"Quite a discrepancy."

"Well, did you ever hear 40,000 people cheering a Greek recitation?"

---

**Trouble Brewing Here.**

This is from the program of the College Club Scholarship Benefit:

HARVARD MAN—"I've a friend I'd like you girls to meet."

BRYN MAWR GIRL—"What can he do?"

WELLESLEY GIRL—"How much has he?"

RADCLIFFE GIRL—"What does he read?"

VASSAR GIRL—"Who are his family?"

HOLYOKE GIRL—"What church does he belong to?"

SMITH GIRL—"Where is he?"

---

**Pressing Thought.**

PROF.—"You should think of the future."

YOUTH—"I can't. It's my girl's birthday and I have to think of the present."

---

**Saving Ammunition.**

HE (with great dignity)—"Then this is absolutely final?"

CO-ED—"Absolutely. Shall I return your letters?"

HE—"Yes, please. I think they're good enough to use again."



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Department Entered .....

6. Other Departments Entered .....

7. Degrees Conferred, if any .....

8. Year of Graduation .....

Year Discontinued Course at Howard .....

9. Occupation or Profession.....

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etc.) .....  
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11. Schools Attended Before and After Attending Howard.....  
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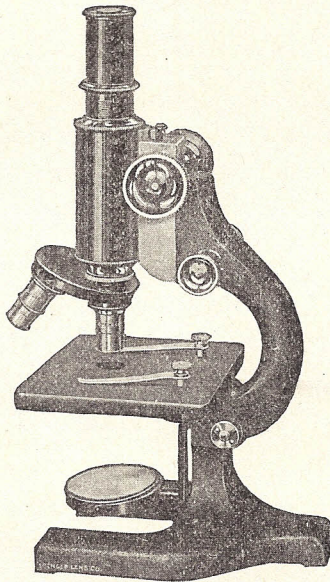


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